

## **History of Past Conflict Management and Mitigation Programs Summaries for Fiscal Years 2004-2006 Award Cycles**

*The below list is organized chronologically by the U.S. Government fiscal year funding cycles. The actual start dates of the projects are usually later than the dates in parentheses. Note there were no awards funded with fiscal year 2007 funds.*

### *Israel and West Bank/Gaza (2004) World Conference of Religions for Peace*

Religions for Peace partnered with the Inter-religious Coordinating Council in Israel, (ICCI/WCRP-Israel), a member of its global network, in a program initiative to support a framework for peace and reconciliation in Israel/West Bank/Gaza. The primary component of the ICCI/WCRP-Israel project was called *Kedem- Voices for Religious Reconciliation*. In moving from dialogue to action, the program focused on Community Action Projects in which the participants engaged their religious communities in activities promoting a culture of moderation, tolerance, and mutual understanding. Religious leaders were trained in media presentation skills, and in mediation skills that can be used to mitigate and prevent violent conflict. In addition, the religious leaders established and administered a new institute, which will prepare and disseminate cutting edge, conciliatory interpretations of inflammatory religious texts.

### *Israel and West Bank/Gaza (2004) The American Jewish Joint Distribution Committee*

Project CHERISH, initiated in 2003, was a partnership between the American Jewish Joint Distribution Committee (JDC, including JDC-Israel, Myers-JDC-Brookdale Institute), the Center for Development in Primary Health Care (CDPHC)/Al Quds University, and the Israel Center for Treatment of Psychotrauma of Herzog Hospital. Project CHERISH developed a community-based psycho-trauma model that addresses unmet needs among Palestinian and Israeli children, while creating opportunities for cooperation within an environment of co-existence. More specifically, the project's objectives included: the reestablishment of professional connections between Palestinians and Israelis; the development of new service models to meet the needs of children and families suffering as a result of the conflict; joint research and training; and the creation of local and international professional networks.

### *Israel and West Bank/Gaza (2004) Givat Haviva Educational Foundation*

All for Peace radio broadcasted an alternative message to the current reality in the Middle East, not only through the radio content itself but through its staff, which includes both Israelis and Palestinians at all levels of operation. The joint radio station provided the opportunity to continue dialogue in an era in which it is often physically impossible for Israelis to go the Palestinian Authority areas and for Palestinians to enter Israel. This independent voice provided a forum for alternate views, and for moderates on both sides to offer first-hand knowledge, critiques of current events, and diverse perspectives representing the full spectrum of Israeli and Palestinian views. Programs funded by this proposal included: 1) Alternative news programs with an emphasis on positive news events; 2) Public discussions with experts on a variety of topics, where Israelis are encouraged to question Palestinian guests and vice versa; 3) Coverage of the activities of Israeli and Palestinian NGO's in the field of peace and coexistence; 4) A "youth corner" programming; 5) Peace education programming; 6) Forums for constructive critiques of mainstream media coverage.

*Israel/West Bank and Gaza (2004)*  
*Parents Circle*

Parents Circle created a drama series, entitled "Opening Hearts" that was based upon the real-life stories of PC-FF members and victims in the Israeli-Palestinian conflict who refuse to revenge their loss. The series intended to speak to the deepest emotional, psychological, and human side of both societies, and was broadcasted to both Palestinians and Israelis in order to create a bigger impact. The drama series was aimed at addressing some of the core reasons for the continuance of the Israeli-Palestinian conflict.

*Israel and West Bank and Gaza (2004)*  
*Seeds of Peace*

This program included leadership development programs for youth who had gone through the Seeds of Peace camp, and for their parents who had asked SOP to assist their efforts in making sustainable contributions to transforming the conflict between Arabs and Israelis. The program was also intended for educators who have participated in the SOP camp as escorts through the Delegation Leaders program. This program supported community and political development programs, including a new partnership between Seeds of Peace and the National Democratic Institute aimed at educating Palestinian youth about the importance of their participation in the upcoming Palestinian municipal elections.

*Israel and West Bank and Gaza (2004)*  
*Consensus Building Institute (CBI)*

Building on a year of preparation, CBI implemented a pilot mediation program to settle land-based disputes between Bedouin and Israeli Jewish Communities in the Negev. CBI took a two-fold approach in order to build knowledge and credibility, while moving toward larger scale programs in the future. First, CBI initiated a conflict assessment of the national, regional and local authorities, and various Bedouin constituencies, with a particular focus on unrecognized villages and NGO's active in the Negev. Second, CBI moved forward with two localized mediations which resulted in face-to-face consensus building between the Gaboa tribe in the Arad region and the Al-Azzazme tribe of the Bir Hadaje region

*Israel and West Bank and Gaza (2004)*  
*Hand in Hand*

Working in partnership with Israel's Ministry of Education, Hand in Hand opened three joint Israeli-Palestinian schools in the Galilee and Wadi Ara regions. Hand in Hand also built on existing services in order to convene a conference on Jewish-Arab joint education, produced and disseminated materials identifying best practices, and increased the level of training for Hand in Hand teachers. Six areas of inquiry were identified and explored in the teacher training, including: Bilingual education for cultures in conflict; multi-cultural community involvement in school programs; teaching about the land including natural resources, ecology, and geography; affirming cultural identification and understanding others; understanding and reconciling diverse views of history; understanding diverging cultures and religions.

*Israel and West Bank and Gaza (2004)*  
*American Friends of Neve Shalom/Wahat al-Salam*

This grant built on existing programs in order to jointly train approximately 144 social change agents from four major civil society groups in Israel and the West Bank, including health professionals, journalists, civic leaders, and educators. In doing so, the group hoped to create a cadre of leaders engaged in dialogue who can contribute directly or indirectly to Track 2 meetings between influential sectors of both societies. The joint training/dialogue sessions worked to equip each group with the knowledge to analyze the dynamics occurring between them, as well as the skills to overcome negative aspects of those dynamics in order to promote reconciliation.

*Israel and West Bank and Gaza (2004)*  
*EcoPeace/Friends of the Earth Middle East*

This program conducted two types of conflict management activities. The first identified and developed economic linkages between divided communities, promoted youth employment and provided training for potential youth-owned small businesses. The project trained 50 Palestinian and 50 Israeli youth from

10 communities in sustainable and organic growing methods, and assisted them in developing a business plan to market their produce. The second set of activities worked on advancing better resource management of scarce land and water in the 10 communities. This was undertaken by the youth previously trained by Friends of the Earth, and created ecological / organic gardens in schools and other public areas highlighting water conservation and healthy soil methods.

*Israel and West Bank and Gaza (2004)*  
*Jerusalem YMCA*

This program worked to sustain and expand on a program that was undertaken by the Jerusalem International YMCA (JIY). The program's aim was to promote a peaceful coexistence among the Christian, Muslim and Jewish populations in Israel during a period of prolonged challenge and difficulty. The activities included: 1) Support for the Integrated Pre-School Program (The GAN) serving 120 children ages 2-5 from Christian, Jewish and Muslim families and communities, throughout the school year; 2) Expansion of the integrated after school child-care program and summer day camp which serves up to 1000 children; 3) Extend the model of community-based YMCA development work with 150 children and teens in Northern Galilee; 4) Strengthen the programs for Israeli and Palestinian children and youth, which serve 300 young people in Jerusalem; 5) Initiate the delivery of leadership development activities in a center-based program at the Jerusalem International YMCA, 6) Provide conflict resolution, appreciative inquiry, and peaceful coexistence curriculum and skills to JIY staff; 7) Expand the Israeli and Palestinian MVP youth program to five communities in the United States in 2005; 8) Expand the cultural and educational programming of JIY using film, lectures and theater to deal with issues of coexistence and greater understanding.

*Israel and West Bank and Gaza (2005)*  
*Friends of the Earth Middle East (FOEME)*

This program integrated water and peace education initiatives in participating schools and empowered youth water trustees to carry out actions for the benefit of their respective communities. FOEME also targeted adult participants by creating cross border adult community forums, and involved the local government by creating a cross border Community Mayors Network.

*Israel and West Bank and Gaza (2005)*  
*Seeds of Peace*

The Seeds of Peace program aimed to strengthen and expand the network and skills of Israeli and Arab Delegation Leaders through the following activities:

(1) creating a forum to provide dialogue opportunities between and amongst SOP Israeli and Palestinian educators and other members of their communities; (2) creating a regional group of educators who are involved in on-going dialogue and cross-cultural exchanges which produce national and bi-national civic projects that encourage tolerance and peaceful resolution of conflict by citizenry; and (3) provision of advanced training in conflict resolution for Israeli and Palestinian Educators.

*Israel and West Bank/Gaza (2006)*

*Hand in Hand: Center for Jewish-Arab Education in Israel*

Hand in Hand introduced bilingual, Jewish-Arab education in Israel's northern coastal and southern regions—specifically in the northern port city of Haifa, and the southern central city of Beer Sheva. The project brought together Arab and Jewish Israeli children in the cities of Haifa and Beer Sheva in a multicultural school designed to support a stronger civil society in Israel. From the earliest grades, Hand in Hand students learn in classrooms with equal numbers of Jewish and Arab students, instructed in both languages by Arab and Jewish co-teachers. Formally and informally, students learn to see their own culture and language in context with others. They learn to value their own identity without denigrating a different one. They are also able to acquire the skills and experiences necessary to live in a peaceful, diverse society.

*Israel and West Bank/Gaza (2006)*

*American Friends of Neve Shalom/Wahat As-Salam*

The dialogue and training program conducted by Neve Shalom/Wahat As-Salam was designed to impact Israeli and Palestinian civil society actors at the individual level in order to create institutional change and increase capacity for cooperation, which can promote conflict reconciliation between the two national groups. The three part program included: 1) Dialogue and Intergroup Process – a four-day binational dialogue during which Israelis and Palestinians came together to experience the intergroup process, discussed many of the most difficult issues of the conflict, and established a relationship of mutual respect and equality between them; 2) A Change Agent Training Course – a four-day binational session, numerous uninational sessions, lectures on social identity theory, intergroup relations, and other relevant topics and site observations of existing binational initiatives that empowered participants to become actively engaged in creating change; and 3) A Becoming an Advocate for Change Training Course – a two-day binational session and concluding conference, in which participants developed tools and skills in preparation to be advocates for change in their respective institutions

*Israel and West Bank/Gaza (2006)*

*Ecopeace/Frieth of the Earth Middle East*

The Ecopeace/Friends of the Earth Middle East program built upon a project that began in 2001 to advance reconciliation between Palestinians and Israelis through joint efforts to address an important root cause of conflict, i.e., shared water resources. This program extended the existing program to additional levels of society (youth, mayors, and municipal staff) and to six new communities. In total, 17 Arab and Jewish Israeli communities participated in the reconciliation activities which included: integrating water and peace education in all participating schools; empowering youth water trustees to carry out actions for the benefit of their respective communities; creating cross border adult community forums; and creating a cross border community Mayors network.

*Israel and West Bank/Gaza (2006)*  
*Seeds of Peace*

The Seeds of Peace program aimed at strengthening and expanding the network of Palestinian and Israeli educators with whom Seeds of Peace works through the following activities: 1) the creation of a forum to provide dialogue opportunities between and amongst SOP Israeli and Palestinian educators and other members of their communities; 2) the creation of regional groups of educators who are involved in on-going dialogue and cross-cultural exchanges which produce national and bi-national civic projects that encourage tolerance and peaceful resolution of conflict by citizenry; and 3) the provision of advanced training in conflict resolution for Israeli and Palestinian educators.

*Israel and West Bank/Gaza (2006)*  
*Arava Institute*

The activities of the Arava Institute Conflict Mitigation and Environmental Activism Program created a group of young Arab and Jewish environmental activists who have the tools to use a shared concern for the environment to work together within communities in conflict. The eight-month training program included a mix of direct conflict reconciliation training/dialogue and activities to directly address an important root cause of the conflict – the scarcity of resources and environmental degradation. This eight month training course was followed by an action component, which provided participants with practical experience working as environmental activists with mitigation conflict skills in projects in Israel, the Palestinian territories, and Jordan.

